

Environmental Science and Management 551

Project Management

Winter Quarter 2021

Mondays & Wednesdays, 4:00 – 5:50 p.m.

Zoom link: Join URL: <https://pdx.zoom.us/j/85389751137>

Instructor: Sarah Carvill

Contact information: scarvill@pdx.edu or (503) 725-2351

Office hours: Tuesdays, 4–5 p.m. and Fridays 1–2 p.m. via Zoom (<https://pdx.zoom.us/j/3044238077>), and by appointment

Overview

This course has three objectives:

1. Introduce ESM master’s students to the classic project management toolkit in a manner that facilitates the design and implementation of their master’s projects;
2. Guide them in the development of an effective project proposal that appropriately blends the conventions of project management and academic research, and facilitates clear communication among the student, their advisor(s), and their community partner(s); and
3. Support their overall professional development by providing opportunities to identify potential career paths and broaden and deepen relevant professional skills.

Readings

Most readings will be posted on D2L. We will also use excerpts from Larry Richman’s *Project Management Step-by-Step* (AMACOM, New York, 2002), which is available as an ebook through the PSU Library. If you wish to obtain your own copy of the Richman book, it runs for about \$30 new on Amazon, and there are several used copies priced at <\$10. Additionally, you will complete a “book report” consisting of a written review and a presentation on a text you select from a list provided by the instructor; most of these books are available through the PSU library system or fairly cheaply online.

Course Requirements

Project Proposal	The term project will be a proposal for your graduate project. You will build a draft of this document from your prospectus (ESM 509) and various homework exercises completed throughout the quarter and receive feedback from your classmates in in-class workshops. Your final proposal should reflect instructor input on prior assignments and peer comments, and feedback from your advisor and community partner. All students will present their proposals during the last week of the term.
Book Report	Each student in the class will be assigned (based on their own ranking of provided options) a trade nonfiction book on a professional skill or capacity that is important in today’s workplaces (e.g., networking, conflict management, confidence, justice and equity, leadership, communication, productivity). After reading your book, you will write a review and give an interactive presentation to the class that shares some key tools and takeaways.
Activities, Participation, & Attendance	You will be evaluated on your participation in class activities, including the support you show your peers through active engagement with their project plans and facilitations. Poor attendance and frequent tardiness disrupt the class and will impact your grade. If you miss class, contact a classmate to get filled in before checking in with the instructor.

Grading

Proposal	25 points	→ Includes workshop drafts and final draft
Proposal Presentation	10 points	
Homework Activities	15 points	
Book Report	25 points	→ Includes written review and presentation
Participation	25 points	→ Includes in-class activities, general engagement, and attendance

Tentative Course Outline

This is a small group of mature and self-motivated learners, so we have some flexibility to shuffle things around when doing so allows us to spend more time on the topics and concepts that are most interesting, useful, and/or challenging to you collectively. I will ask your opinions on content adjustments in class, and report on any changes to the schedule in our meetings and using the “Announcements” feature on D2L. This schedule is a general guide to the major focus areas of the course and how the term will unfold.

Week	Date	Topic(s)	Homework (due today)
Unit 1: Project Planning			
1	Jan. 4	Course Introduction Projects, Project Management, and Environmental Projects	n/a
	Jan. 6	Project Definition Building the Team	Read Richman Chs. 6 and 23; Duhigg 2016; Pentland 2012 Topic Ranking/Intro Survey (D2L)
2	Jan. 11	Project Planning: Introduction; Work Breakdown Structures	Read Richman Chs. 5 and 7 Draft Project Objectives and Requirements
	Jan. 13	Project Planning: Estimating Costs and Time	Read Richman Ch. 8 Draft Work Breakdown Structure
3	Jan. 18	No Class – Martin Luther King Day	
	Jan. 20	Project Planning: Sequencing and Schedules	Read Richman Chs. 9-11 Activity Estimate Sheet
4	Jan. 25	Project Planning: Budgets and Resource Plans	Read Richman Chs. 12-13 Network Diagram; Draft Schedule
	Jan. 27	Project Planning: Wrap-Up	Draft Budget
Unit 2: Proposal Writing and Project Control			
5	Feb. 1	Academic and Project Proposals	Readings TBA
	Feb. 3	Project Control Part 1 Proposal Workshop 1 – 509 Prospectus	Readings TBA Proposal Genre Analysis
6	Feb. 8	Project Control Part 2 Proposal Workshop 2 – Partial Proposal	Readings TBA Partial Proposal Draft
	Feb. 10	Guest Panel: Environmental Project Management	Readings TBA
Unit 3: Environmental Careers and Professional Development			
7	Feb. 15	Working with Regulators Book Reports	Reading TBA
	Feb. 17	Public Participation and Environmental Policy Book Reports	Reading TBA
8	Feb. 22	Engaging the Public Book Reports	Reading TBA
	Feb. 24	Guest Panel: Government Careers Book Reports	Recap Email (<i>latest possible submission date</i>)
9	Mar. 1	Proposal Workshop 3	Full Proposal Draft
	Mar. 3	Guest Panel: Nonprofit Careers	Reading TBA
10	Mar. 8, 10	Project Plan Presentations	None!
Finals Week		Final Proposals due in D2L by 11:59 p.m. on Wednesday, March 17.	

CAMPUS POLICIES

Student Conduct Code

Portland State has a detailed code of conduct for students. Please review guidelines if you have not already done so:

<https://www.pdx.edu/dean-student-life/psu-student-code-conduct>

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me; I am open to your feedback.

The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations at drc@pdx.edu (<https://www.pdx.edu/drc>).

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Academic Integrity

In the American college and university system, scholars and students use the ideas of their peers and predecessors to build new knowledge and understandings; in interdisciplinary fields such as environmental science and management, collaboration is an essential part of problem-solving, and one we emphasize in ESM courses.

Institutions that depend on the free and open exchange of ideas and information also depend on a culture of academic integrity. Consequently (and as you have probably noticed) there are strong formal and informal sanctions against academic misconduct in this university and in this department. I expect that all work that you submit in this class will represent an original synthesis of your own ideas and the ideas of others. That means that information generated by others and used in your work must be clearly attributed to its original source, and either paraphrased in your own words or placed in quotation marks.

If you are uncertain about whether conduct constitutes a violation or not, please ask questions. If you can't ask questions early, ask them late, and err on the side of transparency. For help identifying plagiarism and learning how to avoid it, this online guide is a good starting place: <http://guides.library.ucla.edu/bruin-success/citing>.

D2L

We will make use of D2L-Daylight in this course. Although this web-based course management system can display material on a wide range of platforms from desktops to tablets to phones, you may need to use functions that are only available on a fully functioning browser. You should check if the devices and browsers that you intend to use are supported in D2L-Daylight by checking this page:

https://d2l.custhelp.com/app/answers/detail/a_id/1483/kw/supported%20browsers

If your device/browser combination is not fully supported it is your responsibility to make arrangements for taking quizzes or submitting work. You can consult the OIT help desk at (503) 725-HELP or help@pdx.edu for guidance on resources that may be available for free online or from PSU. Additionally, be aware that it is best to submit documents to D2L-Daylight as .docx or .pdf. D2L is not able to view .pages. I do not recommend trying to review PDF documents on a smart phone, due to the small size of the screen. If you cannot find a larger screen device, download the .pdf and then use a viewer on your phone such as iBooks.

Title IX Reporting Obligations

Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. (PSU faculty are also required to file a

report under other circumstances, e.g., if we become aware of child abuse.) If you are experiencing or have experienced any form of sexual harassment or violence and would like to get support and learn about your options without triggering a report or an investigation, the PSU Women's Resource Center hosts advocates who can maintain confidentiality, and their services are available to students of all genders. To book an appoint with a confidential advocate, go to psuwrp.youcanbook.me or call (503) 725-5672. You may also wish to seek help from the Center for Student Health and Counseling (SHAC), where counselors are not subject to the same reporting requirements as your instructors.

Mandatory Safe Campus Online Training Module

PSU requires all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take about 45 minutes to complete and contains important information and resources. If you have not done so already, please complete the Safe Campus Module in D2L. If you have technical difficulties with the module, contact OIT's help desk (see above). If you have any questions about the module requirement refer to Safe Campus Module FAQs or contact saveact@pdx.edu. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and may result in a range of sanctions, including suspension and expulsion.

Students' Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions. Schools may also disclose, without consent, "directory" information such as a student's name, address, and telephone number, unless the student has requested that the school not disclose directory information about them. These sites provide additional information:

<https://www.pdx.edu/registration/student-records-privacy-policy>

http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_privacy.pdf

CAMPUS RESOURCES

There are numerous resources available on campus to help you feel comfortable at PSU and succeed academically, most of which are free to registered students. While many of these programs have changed the way they operate since the onset of Covid-19, they are still available and staffed with people who are eager to help you thrive. A list of these resources with links and descriptions is posted in the "Admin" module on D2L; I can also help connect you with support that aligns with your needs, so send me an email if you don't know where to start. And speaking of Covid-19,

- You can find frequently-updated information on pandemic-related closures, openings, policies, and procedures here: <https://www.pdx.edu/coronavirus-response>
- Guidance on what to do if you feel sick, as well as resources to help you maintain your physical and mental health in Covid times, here: <https://www.pdx.edu/health-counseling/covid-19-resources>